



PAAP

Updates for Special Education Directors/Principals

What are the responsibilities of the Special Education
Director/Principal?

Listen and Learn Presented by:
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Maine Department of Education

Goals for Today

Participants will...

- Become familiar with the resources available to assist IEP teams in making participation decisions for State assessment.
- Understand which students are appropriate for inclusion in Personalized Alternate Assessment Portfolio (PAAP).
- Learn about the role of the Special Education Director/Principal in the PAAP process

Resources

- Administration Handbook
- Alternate Grade Level Expectations
- Operational Procedures
- PAAP ListServe
- PAAP Website

Contact Information

Maine Department of Education

Alternate Assessment (PAAP) and
Accommodations Coordinator

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Maine Education

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Important Dates

- **December 1, 2011 – April 30, 2012**
PAAP testing window
- **March 1, 2012**
Last day to enroll students through the Task Bank
- **April 13, 2012**
PAAP return materials shipped to schools
- **May 3, 2012**
UPS PAAP Pick-up

Purpose of the PAAP

To provide information about the academic achievement and progress of students who, because of their unique learning needs, cannot access other state required assessments.

It serves as the alternate to other State tests for accountability purposes.

Why Alternate Assessment?

- It's the law.
- It helps to determine how much a student is learning.
- Including all students ensures that all students will be taught.
- Learning improves and expectations are raised.

MeCAS

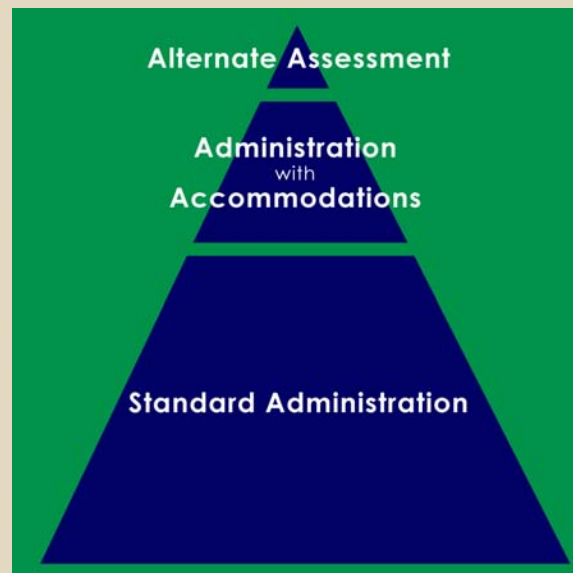
Maine's Federal Accountability Assessment System								
Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade
2	3	4	5	6	7	8	10	11
	NECAP Reading Mathematics	NECAP Reading Mathematics	NECAP Reading Writing Mathematics	NECAP Reading Mathematics	NECAP Reading Mathematics	NECAP Reading Writing Mathematics	PSAT Reading Mathematics	SAT Reading Writing Mathematics
			MEA Science			MEA Science		MEA Science
PAAP Reading Mathematics	PAAP Reading Mathematics	PAAP Reading Writing Mathematics	PAAP Reading Mathematics Science	PAAP Reading Mathematics	PAAP Reading Writing Mathematics	PAAP Science	PAAP Reading Mathematics	PAAP Reading Writing Mathematics Science

Avenues to Assessment

1. Standard Administration
2. Administration with Accommodations
- Does not change what is being assessed!
3. Alternate Assessment (PAAP)

What about a Partial PAAP?

Assessment Pyramid



Determining the Appropriate Avenue of Assessment

- Significant Cognitive Disability
- Highly specialized instruction required
- Educational supports such as:
 - ⇒ assistive technology devices,
 - ⇒ personal care services,
 - ⇒ health/medical services, or
 - ⇒ behavioral interventions.

PAAP Administration Handbook

Criteria to Determine Participation in the PAAP

Criteria to Determine Participation in the PAAP	True	False*
The student's access to the Maine Content and Performance Standards is provided by the grade-level linked, Alternate Grade Level Expectations for students with the most significant cognitive disabilities, which are reduced in depth and breadth at less complex intervals with extensively modified instruction.		
AND		
Decisions are made by each student's IEP team, not an administrative decision.		
AND		
The student demonstrates a significant cognitive disability which results in performance that is substantially below grade-level achievement expectations, even with the use of accommodations and modifications.		
AND		
The student's proficiency levels are appropriately measured against Alternate Academic Achievement Standards.		
AND		
The student's IEP goals and objectives are based upon the Alternate Grade Level Expectations and define an appropriate level of challenge given the student's present levels of performance, historical data and rate of progress.		
AND		
Proficiency determined by Alternate Achievement Standards does not under challenge the student or limit the educational opportunity of the student.		
AND		
The student cannot participate in any portion of the NECAP/MEA Science/MH-SA with or without accommodations based on his or her IEP.		
AND		
The request for alternate assessment for each student meets the provision of a Free Appropriate Public Education (FAPE) as determined and documented by the IEP team.		

* If any statement is false, the student is not eligible for PAAP.

Criteria that DO NOT Determine Participation in PAAP

- Program setting
- Category of disability
- Percentage of time in the general education and special education settings
- Developmental level or mental age of the student

Tools for Use at the IEP Meeting

- *Flow Chart for Determining the Appropriate Avenue of Assessment* (pg. 21)
- *Criteria to Determine Participation in PAAP* (pg. 22)
- Approved State Accommodations
- PAAP Blueprint (pg. 23)
- Alternate Grade Level Expectations
- Prior assessment data

Alternate Grade Level Expectations (AGLEs)

- Continuum of eight levels of complexity
- Aligned to NECAP Grade Level Expectations (reading, writing and mathematics) and Maine's 2007 *Learning Results* (science)
- Common basis for planning
- Formatted by content area and included in the Administration Handbook

The Task Bank

www.maine.gov/education/lsalt/paap/taskbank

Assessment window:
December 1, 2011 - April 30, 2012.

Administrative Fidelity

To ensure that the PAAP is being properly administered:

- Special Education Directors will be asked to complete a short survey regarding the administration of the alternate assessment.

Targeted districts:

→ Based on the GSST monitoring cycle

SAU's to Complete Survey in 2011-2012

AOS #43 (MSAD #31 only)	MSAD #31
AOS #48	MSAD #45
AOS #94	MSAD #59
AOS #95	MSAD #65
AOS #96	RSU #13
AOS #99	RSU #15
Bangor	RSU #17
Brewer	RSU #49
Five Town CSD	RSU #55
Greenbush	South Portland
Hermon	Union #69

Administrative Fidelity

To ensure that the PAAP is being properly administered:

- Special Education Directors will be asked to complete a short survey regarding the administration of the alternate assessment.

Administrative Fidelity

Addressed on the survey:

- The assessment was independently administered.
- Protocol and policy outlined in the Administration Handbook was followed.
- Teaching staff participated in training either live or via webinar.
- Student(s) assessed at highest level that cognitive ability allowed.
- Teacher had all materials accessible to the student.
- Teacher accurately recorded student responses during test administration.

Administrative Fidelity

How to complete the survey

A memo will be sent out with the link to the survey in January to all special education directors, based on the SAUs that are required to participate (based on GSST Project Monitoring schedule).

Administrative Fidelity

To ensure that the PAAP is being properly administered:

- Prior to completing the survey Special Education Directors are asked to observe the administration of a minimum of two items on the assessment.
- Principals/Special Education Directors are asked to sign off on a PAAP Principal Certification of Proper Administration through the Measured Progress iServices site. (More information to come in April 2012)

Administrative Fidelity

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PAAP Principal Validation Form

Use this form to provide documentation of the individuals who have contributed and/or reviewed this Personalized Alternate Assessment Portfolio.

Student: _____

Grade: _____ MEDMS Number: _____

Content Areas Assessed (Check all that apply):

Reading ☐

Writing ☐

Mathematics ☐

Science ☐

Contributing Educators

List all teachers, educational technicians, and administrators involved in the administration of this PAAP.

Educator: _____

Position: _____

Contribution to this Portfolio: _____

Educator: _____

Position: _____

Contribution to this Portfolio: _____

Educator: _____

Position: _____

Contribution to this Portfolio: _____

Educator: _____

Position: _____

Contribution to this Portfolio: _____

By signing below, I verify that I have reviewed the Personalized Alternate Assessment Portfolio for the student named above and have found it to be an accurate reflection of the student's academic progress, compliant with rules and procedures set forth by the Maine Department of Education.

Principal's Name (Please Print): _____

Principal's Signature: _____ Date: _____

School: _____ District: _____

4-020110

Sending Schools are responsible for verifying that students who are tuitioned to private special purposes schools, or who are attending out-of-district programs, are assessed.

Did we meet our goals?

Do you...

- Know the resources available to assist IEP teams in State assessment participation decisions?
- Understand which students are appropriate for inclusion in the alternate assessment (PAAP)?
- Know about the role of the Special Education Director/Principal in the PAAP process?

Tell Us What You Think

- Feedback

susan.fossett@maine.gov

www.maine.gov/education/salt/paap

- Join the PAAP ListServe!

Thank You!